

Rubric for Literature Journal Entries

	5: Exemplary	4: Discerning	3: Adequate	2: Limited	1: Minimal
Level of Analysis	The discussion is insightful, discerning, and perceptive as the reader constructs and reflects on meaning. Reader demonstrates insight or sensitivity to nuances and complexities of text.	The discussion is discerning, thorough, and perceptive, but will probably show somewhat less insight or sensitivity to nuances and complexities of text than a 5.	Constructs primarily a plausible but mostly superficial interpretation of the text. Shows little or no sensitivity to nuances of story and/or style. Sometimes problems with ambiguities of text.	A limited analysis that constructs partial and reductive meanings for a text. They may recognize some idea, but the responses will appear to have only a tangential relevance to the text.	Minimal analysis. The reader may not even appear to have an understanding of the text and/or how the text is developed. Analysis may not be connected to question asked.
Constructs meaning	Thorough comprehension on many levels (literal, inferential, evaluative). May display knowledge of text structures, genres. May show sensitivity to word meanings, symbols, motifs and their importance in text	Evidence of comprehension on most levels, though literal level may show more weight at this level than a 5. May display knowledge of text structures, genres. May show some sensitivity to word meanings, symbols, motifs and their importance in text	Demonstrates an adequate understanding of the gist of the text, though the understanding tends to be primarily on the literal level. May attempt some exploration of word meanings, symbols, motifs and their importance in text.	A literal understanding with few attempts at looking at other layers of meaning. Some inaccuracies or misunderstandings may be evident.	Little evidence of constructing meaning from text/ May focus on minor details. May be sketchy, fragmented, irrelevant, or inaccurate. May indicate a serious misunderstanding of the text.
Risk Taking	These readers are risk takers. They entertain challenging ideas and explore multiple meaning possibilities, grounding meanings in acute perceptions of textual complexities. Often revise their understanding of a text as they further analyze points that may lead them to new discoveries.	Readers at this level challenge the text. They look beyond surface layers of the text, but may not be as insightful or divergent as a level 5. They may pose questions, postulate answers, take exception, agree, disagree, and speculate.	These readers rarely take risks. Little reaching beyond what is in the text and/or making judgments based on perceptions. They may accept the author as absolute authority or they accept the text without exploring multiple possibilities of meaning.	These readers seldom ask questions of a text or offer meaningful evaluations or analysis of what they read. Often accepts surface level of meaning without further exploration.	A text-bound interpretation that does not take risks. May not be related to the question.
Identifies specifics	Student uses relevant and insightful details to clearly illustrate each main point.	Student uses several relevant details to illustrate each main point, but may not be as precise or insightful.	Student uses some relevant details to illustrate most of the main points, but may not be as precise or insightful.	Student uses few relevant details to illustrate the some points. They may or may not be clearly connected to the discussion.	Students use minimal specifics, if any. Often examples may not be relevant to the discussion
Addresses Question	Student addresses all important aspects of the question.	Addresses most of the important aspects of the question.	Addresses some of the important aspects of the question.	Addresses few of the important aspects of the question.	Minimal effort in addressing question, if clearly addressed at all.